




Effective Reading Instruction for Older Students

THE BIG PICTURE

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Components of Reading Instruction

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

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Phonemic Awareness - What?

- The ability to **hear and manipulate phonemes** (sounds) within words.
- Includes the critical skills of **blending, segmenting, and manipulating** (substituting, adding, deleting) sounds within words.
- An **auditory skill**.

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Phonemic Awareness - Why?

- Must be aware of phonemes within words in order to map **graphemes onto phonemes**.
- Highly **predictive** of acquisition of beginning reading skills.
- Struggling **older readers often have difficulty** with blending and segmenting of phonemes.
- Related not only to reading but to **spelling**.

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Phonemic Awareness - How?

Intervention

- Include phonemic awareness activities in **beginning reading** programs for students of any age.
- Stress **blending and segmenting** of phonemes within words.
- Explicitly **model** blending and segmenting tasks.

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- Incorporate phonemic awareness into **spelling** dictation.

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Decoding - What?

- The ability to utilize letter- sound associations and structural elements to determine the **pronunciation of unknown words**.
- **Letter-sound associations** (phoneme-grapheme associations):
 - Consonant and vowel letters,
 - Consonant combinations including blends (bl, st, tr, pl) and digraphs (sh, th, ph)
 - Vowel combinations including digraphs (ai, oa, ee) and diphthongs (oi, oy) and r-controlled vowels (ar, ir, or, er, air)
- Decoding of regular, **single syllable words**
 - CVC, CCVC, CVCC, CCVCC
 - CVCe, CCVCe
 - CVVC, CCVVC, CVVCC

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Decoding - What?

- **Structural elements** including:
 - Inflectional endings (e.g., ing, ed, s)
 - Prefixes and suffixes (e.g., pre, re, un, dis, tion, able)
- Decoding of **multisyllabic words**
- Reading of **irregular words** in which letters don't represent most common sound

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Decoding - Why?

- Decoding is directly related to **comprehension**.

"There is no comprehension strategy powerful enough to compensate for the fact you can't read the words."
- **Poor word recognition skills** account for the major differences between high performing and low performing readers in the upper grades.
- The inability to decode **multisyllabic words** is particularly problematic for **older struggling readers**.

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Decoding - How?

Intervention

- Provide explicit, systematic decoding instruction to **struggling older readers**.
 - Directly teach **letter-sound associations** and **blending of sounds into words**.
 - Directly teach the pronunciation of **structural elements** including inflectional endings, prefixes, and suffixes.
 - Teach older students a **flexible strategy** for unlocking the pronunciation of long words.

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- Before introducing a passage, **introduce the pronunciation of difficult words**. This can be incorporated into vocabulary instruction.

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Decoding - How?

■ Research-Validated Intervention Programs

Corrective Reading Decoding (SRA)
Phonics for Reading (Curriculum Associates)
Language! (Sopris West)
Wilson (Wilson Language)
Voyager Passport (Voyager Learning)
Passport Reading Journeys (Voyager Learning)
REWARDS (Sopris West)
REWARDS PLUS (Sopris West)
SiPPS Plus and SiPPS Challenge Level
 (Developmental Studies Center)

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Fluency - What?

- The ability to **effortlessly read words** accurately and quickly.
- The ability to read connected text **accurately** with appropriate **rate** and **expression**.

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2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in the technical report, "Oral Reading Fluency: 90 Years of Measurement," (http://oregon.edtech_reports.htm), and in the article, "Oral Reading Fluency Norms: A Valuable Assessment Tool..." in the April 2006 issue of *The Reading Teacher* (www.reading.org/publications/journals/RTI/).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students who score 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

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Fluency - Why?

- Fluency is related to **reading comprehension**.
- If the underlying reading processes are fast and unconscious, the conscious mind is then free to think about **the meaning of the text**.
- An accurate, fluent reader will **read more**. If students read more, many gifts flow to them. "The rich get rich. The poor get poor."

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Fluency - Why?

- Fluent readers **complete assignments** with more ease.
- Fluent readers will also perform better on **reading tests**.

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Fluency - How?

Intervention

- Explicitly teach **decoding skills** for reading single syllable and multi-syllabic words.
- Increase the number of words that students recognize immediately (sight vocabulary).

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Fluency - How?

Intervention

- Utilize **repeated reading** exercises to increase fluency.
- Student reads material at his/her instructional level or independent level at least three times, trying to read the material faster each time.
 - These steps are generally used in repeated reading activities:
 - Cold Timing
 - Practice
 - Hot Timing
 - Additional procedures: graphing cold and hot timings, practice reading with audio recording or teacher.

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Fluency - How?

- Intervention Programs
 - *Read Naturally* (Read Naturally)
 - *Great Leaps* (Diarmuid, Inc.)
 - *Six-Minute Solution* (Sopris Learning)
 - *Esolution* (Sopris Learning)

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Fluency - How?

All

- Provide extensive **reading practice**.
- Encourage wide **independent reading**.
- Use **reading procedures** in class that promote reading practice (e.g., choral reading, cloze reading, augmented silent reading, individual reading, partner reading).
- **Prepare students for passage reading.**
 - Introduce the pronunciation of difficult words
 - Explicitly teach vocabulary
 - Introduce background knowledge.

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Vocabulary - What?

- The ability to **understand words** and to use words to understand text.
- The ability **to use words** to express meaning.
- Students learn the meanings of **1000-5000 words per year** in 5th grade and beyond.

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Vocabulary - Why?

- Ability to understand the meaning of words is related to:
 - reading **comprehension**
 - overall **academic success**
 - ability to **learn more vocabulary**
 - other variables such as **salary**
- Adequate reading comprehension depends on a person knowing between **90 to 95% of the meanings of words in the text.**

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Vocabulary - Why?

- Children enter school with “**meaningful differences**” in vocabulary knowledge.
- Children who enter school with limited vocabulary knowledge **grow more discrepant** over time from their peers who have rich vocabulary knowledge.
- Beginning in 4th grade, the reading scores of low-income students begin a steady **decline** that becomes steeper as students move into the higher grades. This decline is primarily due to lower vocabulary and background knowledge.

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Vocabulary - How?

All

- Utilize **sophisticated vocabulary** in our classrooms.
- Provide **explicit, robust vocabulary instruction**.
 - Carefully **select words for vocabulary instruction**. Focus on words that are unknown, important, used in many domains, and more difficult to obtain.
 - Introduce the words using student-friendly explanations (**definitional information**) and illustrate with sentences, examples, or illustrations (**contextual information**).
 - Provide **practice that gives multiple exposures, requires deep processing, and connects words to prior knowledge**.
 - Consistently **review** vocabulary.

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Vocabulary - Intervention Programs

Words for Academic Writing: Vocabulary Across Curricula
(Sopris West)

Vocabulary Through Morphemes (Sopris West)

Multiple Meaning Vocabulary (Sopris West)

Vocabulary Improvement Program for English Language Learners and their Classmates
(Brookes)

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Background Knowledge - What?

- What someone already knows about a subject.
- Knowledge that learners have that is relevant to acquiring new knowledge.

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Background Knowledge -Why?

- The more prior knowledge that we have the richer will be our understanding.
- Prior knowledge of a subject forms a framework or schema into which additional ideas can be assimilated and remembered.

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Background Knowledge - How?

All

- If students have background knowledge, activate that knowledge.
 - Ask questions.
 - Brainstorm current background knowledge.
 - Facilitate a discussion of current knowledge.

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Background Knowledge - How?

All

- If students do not have adequate background knowledge, “front load”.
 - Provide direct instruction on the background knowledge. Remember - Even a thin slice of background knowledge improves comprehension.
 - Teach the critical vocabulary terms.
 - Preview the material with students.
- Encourage wide reading.

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Comprehension - What?

- The intentional interaction between the reader and the text to extract meaning.
- The ability to:
 - monitor comprehension
 - check and adjust comprehension
 - make connections within the text and to prior knowledge
 - answer questions (literal, inferential, analytic, evaluative)

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Comprehension - Why?

- Comprehension of text material is the **goal** of ALL reading instruction.
- Teaching students **comprehension strategies** promotes **independence** and will help students become more active participants in their learning.
- Comprehension strategies can be **applied** in a variety of classes and when completing homework.

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Comprehension - How?

All

- To increase **comprehension in general**, increase decoding, fluency, vocabulary, and background knowledge.
- To increase comprehension of a **specific passage**:
 - preteach the pronunciation of passage words
 - preteach the meaning of vocabulary
 - activate or teach background knowledge
 - preview the passage

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Comprehension - How?

All and Intervention

To increase comprehension teach **strategies** with proven effectiveness.

- **Previewing** text material.
- **Monitoring comprehension**
- Using **graphic organizers**
- **Asking a variety of questions**
- Having students **generate questions**
- Using strategies based on **text structure** (e.g., story grammar)
- **Summarizing** (preferably in writing)

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Comprehension - How?

- Intervention Programs
 - *Language !* (Sopris West)
 - *REWARDS PLUS* (Sopris West)
 - *Voyager Passport* (Voyager Learning)
 - *Passport Reading Journeys* (Voyager Learning)
 - READ 180 Reading Intervention Program (Scholastic)
- *PALS* (grades 2 - 6) Vanderbilt
- *Soar to Success* (Houghton Mifflin)
- *Comprehension Plus* (Modern Curriculum Press)
- *Collaborative Strategic Reading* (Sopris West)
- *Read to Achieve* (SRA)

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Core Reading Programs

- Provide systematic reading instruction focusing on **vocabulary** and **comprehension**.
- Are **research-based**.
- Provide an array of **quality literature** including narrative and expository selections.
- Organize lesson procedures into
 - Before** passage reading
 - During** passage reading
 - After** passage reading
- Provide procedures for evaluating and **monitoring students' progress** in the program.

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Intensive Interventions

- Intensive interventions provide instruction on the critical components of reading to **struggling readers**.
- These programs provide **explicit, intensive, systematic, robust instruction** to these students.
- Intensive programs are designed to **accelerate student progress**.
- These programs "**Teach the stuff and cut the fluff.**"

EXAMPLES:

REACH (Corrective Reading) published by SRA
Language! published by Sopris West
Wilson Reading published by Wilson Language
REWARDS/REWARDS PLUS published by Sopris West

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Content Area Reading

- Provides reading practice in **expository materials**.
- **Integrates** the teaching of vocabulary, comprehension and writing within the teaching of content area material.
- Provides **extensive instruction on vocabulary and background knowledge** to enhance reading comprehension.
- Promotes the use of **research-validated strategies** to increase reading comprehension.
- Organizes content area reading lessons into interventions
 - Before** passage reading
 - During** passage reading
 - After** passage reading

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Independent Reading

- Students are encouraged to **read independently**.
- The school establishes definite **expectations** for independent reading.
- The independent reading program has the following characteristics:
 - **high availability of books**
 - **self-selection of books**
 - **clear expectations for independent reading**
 - **ways to share book recommendations**
 - **opportunities to talk about books**
 - **a school climate that promotes reading**